

50045 EDUCATIONAL LEADERSHIP

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline with each standard. Institutions are not restricted to using the examples listed, but may develop others that demonstrate students' ability to apply what they have learned in the K-12 school setting.

50045.1 Professional and Ethical Leadership

The program requires the study of educational leadership foundations, current issues affecting education, decision making, problem solving, motivational theory, and professional ethics. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop an educational vision, mission, and goals.
- create a positive school-community culture.
- manage the change process within educational improvement.
- use reasoned understanding to manage internal and external influences affecting education in a democratic society.

50045.2 Information Management and Evaluation

The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- collect, organize, and manage data for decision making.
- conduct needs assessments.
- use data to inform planning and assessment.
- engage staff in consideration and application of best practices for educational improvement.
- analyze data, trends, and current issues to inform future planning.

50045.3 Curriculum, Instruction, Supervision, and the Learning Environment

The program requires the study of curriculum, instruction, supervision, evaluation, psychology of learning, school cultures, and multiple assessment. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- assure alignment of curriculum, instruction, and assessment.
- apply models of curriculum design.
- provide leadership for decision making relative to curriculum.

- develop a positive school culture.
- effectively consider community values and the larger needs of society into the curriculum development process.
- incorporate the diverse needs of student in design of curriculum and instruction.
- use multiple assessment techniques.
- administer, supervise, and evaluate the delivery of instructional programs.

Students seeking licensure for employment as principals in K-12 schools hold undergraduate education degrees with curriculum and instruction preparation aligned with the grade level (elementary, middle level, or secondary) of principalship licensure they are seeking, or are advised upon entrance into the program of the necessity to obtain that preparation as a requirement for state licensure.

50045.4 Professional Development and Human Resources

The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- participate effectively in the collective bargaining process.
- facilitate team-building, collaboration, and coaching/mentoring relationships.
- apply an understanding of group processes to administrative responsibilities.
- develop and administer policies related to personnel.
- use an understanding of adult learning and career stages to promote the professional growth of school personnel.

50045.5 Student Personnel Services

The program requires the study of the administration of student programs, services, and activities. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- provide and administer appropriate educational programs outside of the regular classroom, including special education, title programs, alternative high schools, and other placements.
- supervise extracurricular and co-curricular programs for students.
- ensure adequate student support services, including counseling and advisement.
- facilitate coordination and/or integration of family, community, and educational services.

50045.6 Organizational Management

The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- effectively delegate and divide responsibilities for tasks.
- monitor, assess, and make adjustments in management functions.
- maintain a safe, efficient, and effective learning environment.
- ensure that decisions are made in a timely, effective, and logical manner.
- analyze data, trends, and issues for decision making and strategic planning.

50045.7 Interpersonal Relationships

The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- use appropriate and effective skills in written, verbal, and nonverbal communications.
- apply an understanding of stress management, conflict resolution, and/or other strategies related to interpersonal relationships.
- provide awareness and appreciation among students, personnel, and community for the diversity of persons according to gender, race, or other cultural differences.
- communicate with sensitivity to diverse populations.

50045.8 Financial Management and Resource Allocation

The program requires the study of the organization and management of fiscal, plant, and other resources. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify, acquire, and manage fiscal and non-fiscal resources.
- administer efficient budget processes that incorporate planning, participatory involvement, and reporting systems.
- supervise support services, including pupil transportation and food services.
- provide for the implementation and use of appropriate technology infrastructure.
- ensure accountability for school district assets.
- engage in planning for and supervise the operation and maintenance of school facilities.

50045.9 Technology and Information Systems

The program requires the study of appropriate incorporation of technologies across all areas of educational leadership. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- apply technology to school management and business practices.
- use technology to support long-range planning.

- ensure appropriate application of technology for enrichment of curriculum and instruction.

50045.10 Community and Media Relations

The program requires the study of ethical implications of policy initiatives and political actions, schools as political systems, effective communications and public relations programs, and appropriate roles of citizens in the educational process. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze and understand community power structures and their effect on schools.
- articulate and build support for school vision, mission, and priorities.
- communicate effectively with diverse constituents.
- utilize and respond effectively to various electronic and print media.
- understand socio-political influences on schools.
- participate effectively in the political process on behalf of students.
- administer effective communications and public relations program both internal to the school and/or district and external to the community.

50045.11 Educational Law, Public Policy, and Political Systems

The program requires the study of legal provisions and statutory requirements of schools, application of regulatory standards, and development and administration of appropriate policies. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- apply knowledge of school law to educational decisions.
- understand the need to maintain current knowledge of statutes, regulations, and policies promulgated by federal and state agencies.
- recognize standards of care involving students, school personnel, and other parties.
- understand the effects of contemporary philosophies and political movements on education.
- ensure appropriate procedures and relationships with the local governing board.
- managing the school reputation.

The program makes current information on North Dakota licensure requirements available to students seeking to be employed as principals or superintendents in K-12 schools and offers the required graduate level coursework for those licensures within its program.

50045.12 Field Experience

The program requires students to engage in field experiences which enable the application of learning in a workplace environment, enhance understanding of practices of educational administration, and provide opportunities to meet and interact with practicing administrators.

Students seeking North Dakota licensure as principals or superintendents in K-12 schools are provided with information on the undergraduate degree requirements and the employment experience requirements for those licensures upon entrance into the program.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

EFFECTIVE DATE JUNE 1999, MANDATORY FOR VISITS JUNE 2001.